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ABSTRACT

In essay form, the director of the developmental education program at Cochise College (Arizona) describes her struggle to be personally and professionally effective with Chicano students from Spanish-speaking homes in a racially and culturally prejudiced community. Appended are a description of the program and a list of course offerings, as well as summative and formative evaluations of its success, including (1) a comparison of the characteristics of developmental students at Cochise with those of all U.S. college students; (2) the results of a followup study on employment of former developmental students; (3) a description of program costs; (4) an article entitled "What Mexican-Americans Remember About Beginning School;" (5) results of a survey of Cochise teachers as to the behavioral characteristics of a successful student; (6) results of a two-year study comparing college dropout rates of developmental students with those of the total student population; (7) results of a study to determine the correlation between absences and college grades; (8) an analysis of the course completion rate of developmental students; (9) results of a study of pre- and post-Nelson-Denny scores; and (10) results of a study of the college completion rate of high school graduates versus high school dropouts. (DC)

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DEVELOPMENTAL STUDIES PROGRAM

COCHISE COLLEGE

1971 - 1977

Completed by Marjorie Holiman

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A NOTE TO THE READER

This report is a personal essay; the statistical studies are collected in the appendix. Developmental Studies was originally funded by the Office of Education to encourage Mexican-American students to attend and graduate from Cochise College. If I worked at a different school, in a different part of the country, this essay would be different. I believe understanding the environment of the students is essential; at the same time I know I will never be part of their world. I hope that my experiences will be useful to you.

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INTRODUCTION

I came to Cochise from the University of Arizona, looking forward to my first full-time teaching position, knowing nothing about the "community college student," aware only that teaching people is more exciting than researching Elizabethan plays. I have learned that students must know how a college works in order to make use of its services. Many colleges depend on the illusion that their students enter college able to fill out forms, read texts, take notes and tests, institutions resorting by default to the selectivity of the European model of education.

Sometimes I indulge in the "ego trip" of telling myself that students succeed in college <u>because of</u> my help. I do take pride in my work, see Cochise College as an opportunity to work with individuals rather than masses of people, and look for opportunities to change the existing educational structure. The following pages are the result of the many hours I have spent listening to the students who have become my teachers.

This Job Demands a New Way of Seeing

I remember best the day I sat in a small library room with several students and two reporters from a Tucson radio station. The reporters were gathering material for a radio series on what they called "the poverty culture," a label credited to the anthropologist Oscar Lewis. One of our college's administrators had asked me to gather some students to talk to the reporters; I wonder what he would have thought if he had been with us in that room.

One of the students was a passionate follower of Corky Gonzales; he wanted to amass enough guns to wage guerrilla warfare on all gavachos in the Southwest, to kill or drive out the white man and create the country of Atzlan. For the first time I realized another human being saw me as an enemy to be killed.

"You tell me all men are created equal," he said, "but what you really tell me is to sit patiently by while you destroy the Chicano* culture. I am not a robot sleeping under a cactus. My people will kill yours."

My reply surprised me. I spoke in anger, trying to defend myself. "You can't collect enough guns to kill every white man. The United States could destroy any revolution with one hand tied behind Uncle Sam's back." For the first time in my life, I was defending the U.S. military establishment.

Then he challenged me directly. "Would you kill me if I came to your home to shoot you and your children?"

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* Any statement about ethnicity may insult members of a group; rightly so, since every individual is more than any label given to him or her. I use the word Chicano because it is the label my politically active students give themselves.

Suddenly I was unable to hide behind my formal position as English teacher. I was looking at a man with brown skin and John Brown's fanatical fire in his eyes, and for a moment I could not reply. I had just heard myself threaten force with force, had said I would support killing his people if he killed mine. Never before had I thought about a war in which I would kill or be killed.

Quietly, without realizing I was making a promise, I said, "You will find no guns in my home. I will not defend myself with a gun. If we cannot understand each other, your revolution may come and both of us may die."

That moment of melodrama was for me a new way of seeing. Until that day I had believed in good will, in my power to help students learn the "American way," in that eternal melting pot. I never wanted to be taught this new way of seeing, but that day in the library I learned one Chicano would kill me if he could, that as an Anglo teacher of English, I was a living symbol of American oppression. I needed several years, however, to accept the fact that Chicanos had reason to hate my white skin and blue eyes.

The first day I arrived in Douglas, after an interview for a job at Cochise College, I took my children to the Dairy Queen. Cars were casually parked in the lot as a boy might scatter his toys on a bedroom floor. People got out of their cars, went inside to the counter, talked to other people, most of them using Spanish rather than English. The language was strange to me, but the people looked at me without fear or hatred. Or so I thought then.

Douglas is like many other small towns, similar to the small town in Missouri where my mother grew up. There are corner grocery stores, roosters in backyards, young and old people in the parks. On Saturdays, young men

wax their cars, then in the evening take their girlfriends to the local dance hall to drink beer and talk about the high school football team. The town, however, is not exactly like my mother's home. The dancing is often done "across the line," on the Mexican side of the international border; over there no one is too young to drink; the beer is labeled "Carta Blanca" and the song lyrics are in Spanish.

During my first two years in Douglas, some of my students taught me that my customs and language were not the same as theirs. The names on my class rosters--Gonzales, Villagomez, Bustamante--were familiar to my students but hard for me to pronounce. I stumbled over the words and often avoided calling students by name. Many of the students had nicknames I did not understand--Pancho, Chuy, Snagga, Bufalo--names which they had given each other as small children, growing up in a neighborhood that I had never even visited. My family consisted only of my husband and two children, and I found the family relationships of some of my students complex: cousins two or three times removed were as close as brothers, and godparents were present at every family celebration. Students missed classes to attend the funeral of a second cousin, or a friend who was "as close as a brother."

Slowly I began to realize the differences between me and my students went deeper than a preference for tequila rather than bourbon. For example, my attitude toward Mexico did not match that of my Spanish-speaking neighbors. The international border was for me a gateway to cheap liquor and noisy restaurants. To my neighbors, "crossing the line" meant entering a sanctuary* where everyone spoke the same language, ate the same foods, sang the same songs. Also my neighbors refused to speak Spanish to me. My

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* A Chicano who has read this essay reminds me that this attitude is changing because of the Mexican police. In 1976 many Chicano students cross the line only when they are too young to buy drinks in the U.S.

children's nursery was owned by a Spanish-speaking woman, yet she would not speak Spanish to my children. My notion of nannies teaching French to children of the British upper class was unknown to her. She felt Spanish was not "good enough" for my children. Listening to her comments, I saw the double standard in action. English was good, Spanish, bad. White was right, brown wrong.

Douglas, in fact, provides for permanent separation of the two groups. The social clubs, the grocery stores, the restaurants, and the bars serve Anglos or Chicanos, seldom both. The Anglos with money live on one side of town, with grass and flowers around their brick homes. Most Chicanos, who have less money, live in homes of adobe or stucco, more permanent than the palm structures in Mexican pueblitos, less than television commercials in los Estados Unidos promise to immigrants.

If the children in Douglas were not required to attend public schools, the separation of Anglos and Chicanos would be stable--perhaps for most residents of both groups even desirable. There would be no reason for anger, no four-letter words hurled from one group to the other, if the schools were not the agent of the melting pot, of middle-class assimilation. Anglos who have grown up in Douglas have ways to explain the inequalities between the groups. Mexicans do not have to come to the United States; if they are going to live here, they should "speak American." If they refuse to, they are too stupid and lazy to get off the welfare rolls. Once I was standing next to an Anglo in a check-out line of a local grocery chain. She casually revealed her prejudices.

"You-know-what will freeze over before I set foot in that other grocery store. It's always full of Mexicans, and they're so pushy." She must have

assumed I would not repeat her remarks to Chicanos; I am, after all, an Anglo like her.*

If I were not an outsider in Douglas, if I did not work in a school, I might be able to accept the double standard. After all, I could structure my life so that I seldom had to talk to a Chicano. But I do work in the schools where the Declaration of Independence is supposed to be acted out, where all students are to be given an equal opportunity, even (as the Lau court case determined) if they speak a language other than English.

As I look at other Anglos working in the schools, however, I see them perpetuate prejudice. Some are openly antagonistic. One says in a public meeting that big-shot lawyers are trying to get rich by filing discrimination suits against the school system; minorities want to "heckle those in authority." Another threatens any "Chicano radicals" who try to infiltrate schools in Arizona. Yet another says all Mexicans who run for public office suffer from "delusions of power." An Anglo administrator has warned me that my contact with Chicanos will "get me into trouble."

Even those who are paid to help, counselors whose job is to ease the transitions back and forth from one culture to another, perpetuate prejudice by failing to accept the life styles of their students. One looks at the family income for one of her students and declares, "No family of eight can live on three thousand dollars a year. It's not possible." She has no knowledge of the extended family, where a relative will always share his frijoles, and of the part-time jobs paid for in food rather than dollars. She sees the world only from her own perspective of checking accounts and

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* Recently I took a trip to San Carlos, Mexico. Several people told me to watch out for those crazy Mexican drivers. The only crazy ones were those with California plates--and me.

credit unions. In frustration she condemns the size of the family and says, "Why don't these people have enough sense to use birth control?"

Another says the young men are foolish to continue to work in the local smelter as their fathers have done. "The work shortens their lives, requires hard physical labor, and forces men to become part of a machine." This counselor does not understand the value of a steady income, the security, both in job and position in the family, that keeps young men in Douglas. Because I have listened to these statements from my colleagues, I no longer accept without question the culture given me as a birthright, side with those who have power, tell my Chicano students to accept the American way or get out of the country. Instead, I have learned to accept the existence of prejudice.

I cannot, however, side with the Chicanos who want to take power by force. I know prejudice exists on both sides. The carnales of the student in the library give me no assurance the power struggle will remain non-violent. I watched one Chicano in a city council meeting challenging those in charge. He refused to sit down, repeatedly said he was a citizen with the right to speak. Later he told me he expected to be kicked out of the meeting; if they had ignored his protest, he would have lost the propaganda value of being the underdog. For Chicanos like him, angry confrontation is a way of life.

Another Chicano says improvement means his people must take the position of power away from the Anglo, become the foremen in the lettuce fields, the chiefs in the police stations, the candidates in the elections. The Chicano says the Chicano must have power; the Anglo says the opposite. Competence is given at birth, determined solely by skin color.

In fantasies I attempt to erase the prejudice that exists on both sides. I invent a magic pill that every Mexican would take as he crossed the American border. The immigration official would say,

> "You will become a U.S. citizen as soon as you take this magic pill. Your skin will bleach white in the sun. You will not remember Spanish. You will speak English without an accent. You will like fried chicken, pizza, hamburgers, and occasionally go to a Mexican restaurant for variety. You will not go back across the border except to stay at a beachside hotel. You will have a good-paying job, and your children will graduate from college, except for the fourteen-year-old who will run away to join a hippie commune."

With my new way of seeing, I realize the school system requires me to hand my students this magic pill, without giving me any magic power. Every day Chicano students have to live with the ambiguity* of accepting the school system and at the same time fighting it. In order to succeed, they have to hide their anger and fear behind a blank mask.

"I cannot put teachers into a special category," one Chicano student told me. "I can't say that a person is better than me because she is a teacher. A person is a person. She was a teacher but if I felt she was an ass, I would say so. Therefore I used to get in trouble in school."

Another Chicano student explained to me how he survived in a hostile school environment.

> I remember cheating a lot. I would always sit next to a smart girl because usually the girls were smart. I looked at her paper, asked questions; we would drop papers on the floor. I never really liked going to school. Butterflies. I would have a knot in my stomach.
>
> By not saying anything, my fear would not be exhibited. And a lot of times I guess I didn't know the classwork. I'd speak real fast if I had to speak. If you can't convince the teachers, then confuse them. They wouldn't quite understand and say, "What?" Then I'd repeat it again real fast. And they

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* Webster's defines "ambiguity" as "two or more logically incompatible beliefs held by a person at the same time." By extension, two inconsistent belief systems that coexist in a person's environment.

> would feel bad because they didn't hear me. If I had the wrong answer, they wouldn't know it. Also I would get it over quicker.
>
> It was a contest. Learning was the least of my worries, 'cause I didn't really learn anything. A daily battle in which you would try not to be chosen to speak, not be called on to read, especially out loud, to go to the blackboard. If you went the whole day without being called on, that was a major victory for you.

Another student remembers having to take home a card for the March of Dimes. He was supposed to fill the card with dimes, but his family could afford only pennies. For three years the teachers and students ridiculed him; he remembers his victory as the day when he threw the card away on his way home for lunch. He quit trying to conform to the system; after that, no one made fun of him.

A girl remembers starting first grade and crying for days because no one understood her when she spoke Spanish. Finally her parents let her stay home for another year. Another remembers the day she got hurt and had to go to the hospital, when no one at the school could speak Spanish to her nana on the phone. After a half-hour delay, the girl's sister was asked to interpret.

None of these students easily accept the schools or their teachers, because they lose their own identity, their language, their family ties, if they listen too much to Anglo teachers. A student says, "Why does it matter if I come to class twenty minutes late? I came, didn't I?" Another says, "Why do I have to prove what I know by taking tests? If a teacher is good, he knows that I understand." Always the resistance, the challenge to the system.

All of the students quoted above have attended universities and learned enough about how the system functions to obtain degrees. But all of them wonder if they have lost touch with their past, if they have changed into gavachos.

Sometimes the parents of these students stand in awe of what their children have accomplished. As one father put it, "I have worked since I was six. Thirty-one years at the smelter. I am sixty years old and I am tired. On my days off, I am a gardener at six houses. I would not know what to do if I didn't work. But I never went to school and I am stupid. My son is the smart one." This man is not stupid; he has given his energy and intelligence to finding food, shelter and clothing for his children. This man can give his children moral support, can say he does not want them to have to work at the smelter for thirty years, but he cannot provide the knowledge they need to achieve in American schools.

No longer can I take sides or hide. An eighty-year-old Papago told me that American schools are for learning English, because the White Man says English is important, but "I have taught my children how to live, how to make jewelry, dance the tribal dances, work with leather." Last year I heard a Yaqui lawyer respond to the question, "How can high school counselors convince Yaquis to go to college?"

Her answer, "You can't. Your system has nothing to offer us that we cannot teach ourselves."

And most of all I remember the day, in the midst of a political situation on campus, when I sat behind closed doors with two Anglo deans, angry at me because I challenged an administrative decision which affected Chicano students. I cried that day because I saw no solutions, only unreasoning hate from both sides. These tears of frustration were a long way from my assigned duties, such as telling students how to improve their reading speed. As I have worked at Cochise, the relationship between the classroom and the town has become more and more interwoven.

II

All of the students I work with are guinea pigs. I would be dishonest to say otherwise. The past educational experiences of these students were a twelve-year-long vaccination intended to prevent the diseases of ignorance and poverty. The reasons the vaccination did not take have become the litany repeated in every grant proposal sent to Washington, a series of trite phrases designed to evoke gifts from the gods in the Office of Education: the students have no books in their homes; their parents did not finish high school; the language of the house is Spanish rather than English; the family income is below the poverty level; they live in a rural undeveloped area of the United States.

I began to work with a group of students five years ago, with the knowledge that the culture of many of these students is not my culture. There are days when I call myself a "meddling fool." And some days I despair of ever knowing how to help: I possess only vague solutions and naive optimism. I want the students to make global changes such as making "A's," finishing college, earning ten-thousand dollars a year. Giving students permission to succeed is an empty promise if I do not know what to do on Monday morning when I come to work.

If the students are different, my education courses had taught me, I should change instruction to suit their needs. The first year of developmental studies, the college became a portable laboratory, moving a group of twenty students from one environment to another, exposing them both to liberal arts and occupational programs. Since grades had been a symbol of failure in the past, we used a pass-fail marking system. Since tests were a stress situation, students could work on assignments together and retake tests until their scores were satisfactory. Since the teachers

did not have time for individual instruction, sophomores tutored freshmen individually.

Each of these experiments were based on some logic, but, like most guinea pigs, the students escaped from the laboratory as soon as possible and only two of that first group graduated.

Since then, my work has been a series of steps to integrate the students into the total campus and to change the campus to accommodate the students. That first year students taught me that they have pride, that they do not want to be isolated. They rejected the pass-fail grading system. They knew that the freedom from grades was a charade; they had to succeed under the same system where they had failed. In behavioral terms, the reward had to be a traditional symbol of success, not some new game with an undefined set of rules.

Also, as one student put it, "I don't want to go back to IC, the first grade class for all the 'dummies' who didn't know English." Out of my ignorance, I labeled the students that first year, especially by setting up special tutoring hours. All the students and their tutors met in the mornings for an hour in the college cafeteria, a place that was empty and large enough so they could spread out in small groups; however, every student who came in the union could see them there and know they were being tutored.

Also, I knew their class schedules and went looking for them if they were not in class, pulling them out of the pool room, causing them to hide under tables in the student union lounge, even following them to the basketball floor. This action labeled them with their friends: "That woman is looking for you 'cause you are doing badly in school."

Even worse, I hired tutors who were like me, not like the students I was supposed to be helping. In my ignorance, I reasoned that members

of the white middle class who were willing to help, who would work with the students without being paid, were the best tutors I could find. No matter whether or not they saw the world from the same perspective as the students.

Again and again I am humbled by the fact that students put up with my failures. Perhaps they say to themselves, "Well, working with Marj can't be any worse than the other teachers I've had." Perhaps they know I make mistakes in an effort to do better. But, God knows, "the road to hell is paved . . ."

When I listen, when I can put away the educational dogma and the cultural pomposity within me, the students take the opportunity to tell me what they need. Otherwise, their lives follow that self-fulfilling catch-22: I am dumb because no one will listen to me because I am dumb.

Slowly, I have been able to find ways to break that cycle, ways I can successfully repeat from year to year. These are the principles I now use to help:

1. My job is teach students how to make use of the educational system: how to register, drop a course, apply for financial aid, fill out a form, find a teacher's office.

2. I have to know the system so well that I can use every legal and political means to manipulate the rules to the benefit of the students.

3. I must never assume a student's reasons for attending college are the same as mine were: I wanted a status occupation which required a college degree; a student may go because he receives $431 in financial aid at the beginning of each semester.

4. I have to put aside any preconceptions about the roles of teacher and student, stop worrying about stepping over the boundary of propriety. The student will find his own definition of respect for me.

5. Each Monday morning is a new beginning. I cannot depend on the successes or failures of the week before. I will continually be surprised at the students and the college staff.

6. Any assumptions I make about past experiences of the students which are based on class or ethnic biases will get in the way of my teaching.

7. My ideas will work, but never as well or as quickly as I would like them to.

8. Students who trust me are the bridge to students I do not know. My title and salary give students every reason not to trust me.

Still, the voice reminds me I may be hiding from the truth, my work may come to nothing: the emperor in fact is parading naked in front of his people. The final result may still be for "my people to kill yours."

III

In a budget session last year, one of the college's deans told me our developmental studies program contains "too much counseling." A columnist for the campus newspaper condemned developmental studies because the counseling smelled of "mollycoddling." This year, most of my time has been spent helping individuals make decisions about their lives and teaching a course in personality and adjustment. Why do I consider individual contact so important, considering my background is in language skills?

If students are making D's and F's in high school, the system is not working for them. The reasons may be cultural, as I described in the first section of this essay; they may be explained by any number of theories, from "poor study habits" to "lack of motivation." Students have told me what happens:

1. A junior high student tells me he doesn't like a teacher because "he gets mean when you don't understand what he has just said."

2. A college student tells me she needs a reading course in college because "the teachers in grade school didn't have time for me. I sat in the back of the room and stayed out of trouble. Once in eighth grade I asked a question, but the teacher said she didn't have time to answer my question. Even though I didn't understand, she kept talking on and on."

3. A high school dropout writes this poem on one of our blackboards:

   "Finish school and you won't be sorry.
   An education doesn't help, but it doesn't hurt.
   So come in, sit down and be quiet."

School is a place to be quiet, if possible invisible. It is best not to be there at all. How does a student with twelve years of this habit begin to use the educational system?

The First Step: Get the Students on Campus.

Students who have dropped out of high school or graduated in the lower half of their class do not believe they have a right to go to college, even though state law says anyone with a high school diploma or a G.E.D., or anyone nineteen or older, has a right to enroll at Cochise. Many of these same students cannot pay for their college education. (The first time I went knocking on the doors of the lower half of the Douglas graduating classes, I learned quickly that most of the addresses would be in the section of town with the lowest property values).

To get these students to campus, I hire student recruiters, people who have themselves succeeded at Cochise. They help students fill out financial aid forms, application forms, registration forms, arrange transportation to the college and administer diagnostic tests. They bring the students to the college the first time. And I stay out of the way as much as possible, answering the recruiters' questions, contacting the admissions and financial aids officers, monitoring the paper work.

The Second Step: Make the Classes Successful Experiences for Both Students and Teachers.

Originally, the students I work with were in special classes; this separation facilitated tutoring, allowed me to check attendance each day and encouraged innovation in the classroom. Over the past four years, the teachers have learned they can change instruction so that all students benefit: study skills are necessary to all students; everyone has to take notes and read textbooks. Tutoring is now available to all students; new courses in humanities, psychology and reading are open to everyone.

Over the years, a dozen of the college's teachers have met regularly, planned team-teaching situations, discussed difficulties in teaching

individual students, as a group resisted attacks on their methods by other teachers at the college. (The criticism takes the form of statements like "those students aren't ready for college" or "that course isn't college level work"). Most importantly, the teachers now know learning takes place one student at a time. They are grateful if learning takes place in a group, but they don't expect it automatically.

The classes use a combination of lecture and discussion, large and small group work, textbook and audio-visual instruction. Because the teachers are able to treat students as individuals and accept their different levels of performance, this year I spent little time in the classes, leaving the tutoring to para-professionals, monitoring performance through checking teacher's grade books, giving the students more of the responsibility to come tell me when they want help. They have the security of knowing I will help when they ask.

The Third Step: Help Students to Look at Themselves and Their Goals

Although I may work with fifty students, each one must know I care whether or not he or she remains in school. I must keep to a minimum the number of times a student says, "I wanted to talk to you, but you were busy." I must be sensitive to a student who has become discouraged, while still allowing him to tell me to leave him alone. I must allow students to use me as a sounding board on all issues, large and small, while at the same time teaching them to act independently. I must work myself out of a job with each student.

There are more questions than answers still. As I struggle with a student who is convinced he cannot multiply, Christopher Jencks and The Coleman Report come back to haunt me. Is it in fact true that the first five years of a child's life, even the father's occupation, has more predictive validity than any action, any change in the learning situation, that I may try?* Would I be better off telling my students that the "open door" of the community college is closed to them?

I look back on my last year's work and wonder if the system is finally controlling me, that I have lost the ability to fight for change. When Developmental Studies was more visible on campus, faculty antagonism was also high. I had to spend time arguing for special classes and new course offerings, demanding the right to choose the teachers who teach developmental classes. Also, experimentation was more obvious: the reading teachers worked with individual students rather than whole classes; the history teacher gave essay exams every two weeks rather than twice a semester; the tutors held group review sessions for developmental classes; the students took field trips related to the classes they were taking.

Before anyone else, I have to evaluate my own success. What answer do I give myself? What answer do the students give me? One young man who had dropped out and stood on the street corner for four years now is an apprentice in refrigeration. Another who did not plan to go to college, intending to sell shirts all his life, is finishing an internship in hospital administration. Another spends less time in the pool room and more in the library,

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* The Coleman Report concluded that home environment is more important than any changes made in education, specifically the Head Start Program. Jencks, a colleague of Coleman's at Harvard, challenged the report's use of statistics; he had no alternative method to measure affective change, however.

finishing the full-time load of classes that he signed up for. And I sit in a humanities class at the end of the spring semester, watching students write essay exams with great energy and purpose, the same students who nine months before had been unable to fill out the college's application form without help.

The state law says that anyone with a high school diploma or G.E.D., or anyone nineteen or older, has a right to attend Cochise College. Within the institution, teachers and administrators interpret this law differently. Over the past five years, recruiters from Developmental Studies have contacted the lower half of each graduating class in this county, as well as half again as many adults and high school dropouts. Retention and graduation rates for developmental students are equal to or better than that of the total student body; the follow-up study comparing developmental students to the 1970 freshmen class indicated that the total class graduated at a rate of 15%, while developmental students graduated at a rate of 29%.

Even so, I know that my job will disappear if I don't take steps to insure its continuation. As my dean puts it, "I wish you were either a counselor or a teacher, not both." As a friend of mine reminds me, "You don't have a power base to work from. You are expendable."

People have a right to examine and try the options available in our society and a right to expect help in overcoming the external frustrations, the internal doubts, the debilitating self-criticism. One of the many people who determine whether or not I am paid may read this report and label me an idealist, my work "an unnecessary frill." But as long as I am allowed to, I will come to work in the morning to help students succeed, in whatever ways open to me, and proudly treasure the words of students like the one who wrote in the student newspaper:

> [Marj Holiman is] one of the warmest and kindest-hearted individuals on campus. She'll work with a student on a one-to-one basis long after others have given up on him. Many students who are now in universities might never have got out of Cochise College if it wasn't for her.

I want to come to work in the morning because, in spite of what their high school records predict, my students continue to stay in school and graduate.

APPENDIX A:

SUMMATIVE AND

FORMATIVE EVALUATION

SUMMATIVE AND FORMATIVE EVALUATION
1972-1976
Statistical Studies

Any experiment, any design to change an existing structure, must necessarily be evaluated in objective terms. The Office of Education and the college's governing board, who have provided funds for Developmental Studies, have a right to know how their money has been spent. The students who have agreed to enroll in the program need to know how many of their own group are successful. Other educators may be able to adapt techniques used at Cochise to their own environment, provided they see the success rate of students makes the effort worthwhile.

Answering their questions in statistical terms is far from easy for two reasons:

1. In addition to the theoretical problems of matching any two populations statistically, the purposes of developmental programs at other community colleges are not the same as those of Cochise's. For example, some programs require that students be able to read a minimum of two years below college level; Cochise has not set this limitation. Others offer services on a walk-in, voluntary basis; Cochise has attempted to retain all students who enroll in the program.

2. Matching a group of students in developmental classes with a similar group taking other classes at Cochise is impossible because the only available records are high school grades and financial aid awards. Essential factors such as family situations and personal goals are not available.*

Considering these limitations, some general comparisons between developmental students and the total student body at Cochise are possible. The 1970 freshman class was chosen as a comparison group because after six years most of those students have completed degrees at Cochise and because there was no developmental studies program at that time.

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* A more complete study of statistical problems is available from Cochise. ("Evaluation Design for Developmental Studies, Cochise College," by Marjorie Holiman). Also see discussion in Carol H. Weiss's Evaluation Research: Methods of Assessing Program Effectiveness. Englewood Cliffs, New Jersey, Prentice-Hall Inc., 1972.

Drawing conclusions from these comparisons is risky; no control group exists. This comparison is summative evaluation, the measure of program outcomes. The specific questions answered in the study are:

1. Are developmental students "low achievers" in high school?
2. Does the program raise the student's college GPA over the high school GPA?
3. Does the program retain developmental students?
4. How many developmental students graduate?
5. Are developmental students' majors different from those of the total student population?

Two other questions required information in addition to the comparison study:

1. What happens to developmental students after they leave Cochise?
2. What economic contribution do developmental students make to the college?

In the summer of 1975 a student from the University of Arizona completed a follow-up study of all developmental students for a three-year period. Our basic question was what effect did college have on the futures of these students. No comparison group is available from the total school population, but some tentative comparisons are made with the results of a career placement questionnaire sent out by the Student Affairs Office.

The economic information comes from FTSE and financial reports of the college, as well as a more general comparison to the total college population in the United States; most developmental students require financial assistance to attend college.

The summative evaluation studies are followed by several formative evaluation studies, an effective means for the program's staff to look at specific parts of the program. These studies answer the following questions:

1. What do developmental students who are native Spanish-speakers remember about learning English?

2. What do teachers expect from a successful student?

3. Are developmental students more likely to drop out of college than the total student population?

4. Does a student's absence from class lower his GPA?

5. Do developmental students finish the classes they start?

6. Do the reading scores of developmental students go up?

7. How many developmental classes, especially non-transfer classes, do students in the program take?

8. Does the program adhere to affirmative action guidelines on the basis of ethnic background and sex?

9. Do high school dropouts stay in college, when compared to the high school graduates?

SUMMATIVE EVALUATION

Comparison of Developmental Students to the Total College Population in the United States

The following table compares developmental students to the U.S. college population as a whole. The developmental student is likely to be a member of a minority group, have a below-average high school grade average, no close relatives who have attended college, and a family income below the national average. Also, the developmental student has an occupational goal in a technical rather than liberal arts field, or is undecided about a major.

Comparison of Developmental Students
Cochise College, 1972-4
to
ACE/UCLA Cooperative Institutional Research Program
Fall, 1973
Weigthed National Norms for All Freshmen

Comparable Data (Selected items from National Norms)	All Universities	2-Year Public Colleges	Developmental, Cochise
Citizenship			
native born U.S.	97.1	91.7	85.2
naturalized U.S.	1.8	4.4	7.8
not U.S. citizen	1.1	3.9	7.0
Racial Background			
White/Caucasian	95.1	85.3	24.0
Black/Negro/Afro-Am.	3.0	8.5	5.4
American Indian	0.8	0.7	3.1
Oriental	0.9	1.6	
Mex-Am/Chicano	0.5	2.5	67.5
Puerto Rican-American	0.2	0.6	
Other	1.1	2.2	
Average Grade in High School			
A or A+	14.1	2.6	
A-	16.5	4.1	
B+	25.8	14.6	
B	24.3	25.9	1.4
B-	10.8	19.5	
C+	5.4	16.1	6.2
C	3.6	16.6	19.3
D	0.1	0.7	51.4
Did not graduate	0.3	1.1	21.7
Brothers/Sisters in College			
none	56.6	64.5	79.0
one	34.2	28.5	21.0
two	7.6	5.6	
three	1.3	1.1	
4 or more	0.4	0.3	
Father's Education			
some college	15.6	12.9	
college degree	24.4	11.7	2.0
graduate degree	18.6	5.7	1.0
Mother's Education			
some college	18.7	10.6	1.0
college degree	19.8	8.0	
Probable Major			
business	13.2	24.7	6.9
education	8.8	10.1	7.7
health professions	9.9	12.4	6.1
humanities	2.9	1.8	3.8
social sciences	6.3	2.0	13.9
technical fields	2.3	9.9	36.1
undecided	4.6	4.0	25.5
Estimated Parental Income			
less than $3000	1.5	5.3	19.3
3000-3999	1.2	4.0	5.2
4000-5999	2.6	6.1	24.6
6000-7999	4.0	8.2	11.6
8000-9999	6.3	10.6	19.3
10000-12499	13.4	18.0	13.9
12500-14999	13.1	14.9	3.8
15000-19999	18.5	15.6	2.3
20000-24999	14.1	8.4	
25000-29999	7.6	3.4	
Scholarships/Grants			
none	63.7	65.5	23.2

FOLLOW-UP STUDY

The following study was completed in two parts, the first based on figures tabulated during the summer of 1975, the second during the fall of 1976.

Conclusions:

1. High school GPA C or below

   70% of developmental students

   08% of total student body

2. College GPA C or below

   30% of developmental students

   14% of total student body

3. Complete four semesters at Cochise

   49% of developmental students

   22% of other students with high school GPA below C

   15% of total student body

4. Graduated from Cochise

   29% of developmental students

   20% of other students with high school GPA below C

   15% of total student body

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Follow-Up Study on
Employment of
Developmental Students

Study Completed by JOSE BRACAMONTE

In the summer of 1975, former developmental students were contacted, a total of 179 students. The following information was gathered:

Attending Cochise	75	42%
Attending another college	33	18%
Permanent employment	36	19%
Working in major field	15	9%
Not employed	20	12%
	179	100%

The same year, the Placement Office tabulated results of a questionnaire given to 1975 graduates; 91 or 39% of the questionnaires were returned.

Attending another college	43%
Permanent employment	48%

The figures are higher for the graduates who responded than for the group of developmental students, but many of the developmental students had completed only one year of college.

Costs of the Program

Since 1972, grants from the Office of Education have increased each year, from $20,000 to $130,000 for 1975-76. The local budget for the college has picked up Developmental Studies for 1976-77, a total budget of approximately $25,000. In addition, the college awards $5,000 in fee waivers for first semester students.

Students recruited and registered by Developmental Studies are counted in the state FTSE figures. In 1973-74, for example, developmental students generated 65.58 FTSE, a total of $40,068.38. In Fall 1975, the registrar's office compiled the following figures:

> There are currently 97 students enrolled in the Developmental Program. Originally, 106 signed up; seven dropped before the FTSE cut-off date and two since that time.
>
> Developmental students are enrolled in a total of 246 developmental courses or 667 credit hours for a total FTSE count of 44.5. These students are enrolled in an additional 307 courses for 711 credit units. This represents a FTSE count of 47.5. In addition to the 44.5 FTSE generated by developmental courses, non-developmental students enrolled in the same courses add 6.5 FTSE to make a total 52 FTSE count in the Developmental Program.

FORMATIVE EVALUATION

What Mexican-Americans Remember About Beginning School

by Jesus Greer and Marj Holiman

Bilingual/bicultural education programs assume that Mexican-American students will perform more successfully in a school which accepts Spanish as the student's native language. What do students who did not participate in bilingual education remember about beginning school? The following pilot study was conducted with a 5% random sample of Mexican-American high school and community college students in Douglas, Arizona. A total of 13 high school freshmen (average age 14) and seven college freshmen (average age 18) were interviewed by their counselors, using the form included at the end of this report. The high school counselor was Mexican-American; the college counselor, Anglo.

After some initial questions about career plans and present performance in school, the students were asked: "What do you remember about beginning first grade?"

Conclusions

1. Do the Mexican-American students remember language experiences in their early grades? Were these experiences positive or negative?

All but one of the students had negative memories of being punished by the teacher.

Of the six high school and two college students who spoke no English when they began school, all but one had negative memories connected with learning in the classroom, specifically with learning English. The other Spanish speaker "didn't remember" beginning school.

Of the seven high school and five college students who spoke English when they began school, only one had negative memories related to learning.

The English speaking students remembered being scolded for such actions as fighting on the playground and talking to a boyfriend. These experiences were not directly related to the learning process.

2. Do Mexican-American students relate different kinds of experiences to a counselor from the same ethnic background than they do to one from a different ethnic background?

Based on the results of one Mexican-American and one Anglo counselor, the students related more negative experiences to the Anglo counselor. No definite conclusions can be drawn from this, however, since results might have differed because of the ages of the students, the personalities of the counselors, or the fact that the college students the Anglo interviewed were from a group with a narrower range of talent.

Observations of the High School Counselor About Students Who Knew No English in First Grade

The age of the students I interviewed had a great deal to do with the way they answered the survey questions.

Many of those who said they spoke no English at the first grade level changed their answers from no to yes. Probably they felt admitting they knew no English would create a negative impression with me.

Their experiences seem to drift away from embarrassing situations, which they interpret as their failure and not the system's.

Being bilingual to them is still not a positive trait, and they tend to not mention their Spanish speaking background. We did not survey the students who are or have been in bilingual programs, whose attitude about being bilingual could be different.

Observations of the College Counselor About Students Who Knew No English in First Grade

Only two of the students had had previous contact with me. All of the students were willing to relate first grade experiences, even though they were not told the purpose of the questions. (They knew only that they were

talking to a counselor). Several of the students had to think before they answered the question "Did you speak English when you began first grade?" Apparently they were not sure about their memories of the language they spoke.

One student who did speak English made an interesting comment about her relationship to her peers:

I knew no Spanish, but all the kids spoke Spanish. "I never understood them, but I agreed with them on everything. The teachers wouldn't let the students speak Spanish. I pretended I knew Spanish. I felt I needed to belong."

QUOTATIONS FROM HIGH SCHOOL STUDENTS WHO SPOKE NO ENGLISH IN FIRST GRADE

--"I was scolded and shaken up a lot because I didn't know how to speak English."

--"I was good in math and reading, but wasn't good in speaking English. Next year I was moved to Special Education. I never knew why."

--"I always got put in the hall because I did everything wrong. I didn't follow directions because I didn't understand English."

--"A teacher on playground duty hit me on the head with his knuckles, because I yelled "tira la pelota, correle." ("Throw the ball, run.") I didn't know how to play in English.

QUOTATIONS FROM COLLEGE STUDENTS WHO SPOKE NO ENGLISH IN FIRST GRADE

--The teacher would send the Anglo students on errands, and would leave us Mexican kids in the back corner.

--My nerves were ruined, had many stomach aches and was never allowed to go to the bathroom.

--Was spanked by teacher who pulled up my dress. She was not patient. She would also hit me with a ruler.

--I would speak Spanish only on playground, when the teacher was not around.

--I stepped on dog shit on the playground and cleaned my shoes with my hands, but I wasn't given time to go to the bathroom to clean up. I stood in class with my dirty hands in my pockets. The teacher asked me to take my hands out of the pockets. I did and put them behind my back when the teacher turned around.

(When the interviewer asked why the student didn't let the teacher know of his problem, he answered, "I wouldn't tell her. I didn't know any English, remember?")

Redesign for the Study

The results of this study are preliminary only. The next step is to design a study with the following elements:

1. Include both Anglos and Mexican-Americans in the random sample. The students who spoke both English and Spanish described conflicts in the socialization required of all school children. No evidence was gathered in this study about memories of a control group of students who spoke no Spanish.
2. Present situations to trigger memories of language acquisition. Some of the experiences recorded in this paper could be used as situations, read to the students with the actions of the teachers omitted. Then the interviewer could ask: "What would an English speaking teacher do in this situation?" The response might more clearly define student attitudes toward their early teachers.
3. Omit questions about career goals; results were based solely on the age of the students.

SUMMARY OF RESULTS

	High School N=13	College N=7
Spoke only Spanish	6	2
Spoke both English/Spanish	7	5

Verbal Assessment of Present Performance in High School

	Good	Average	Poor
Spanish Speakers	3	1	1
Spanish/English Speakers	3	1	3

Verbal Assessment of Present Performance in College

	Good	Average	Poor
Spanish Speakers	2		
Spanish/English Speakers	4	1	

Future Plans of Those Interviewed in High School

	College	Work	Military	Undecided
Spanish Speakers	4	3	1	
Spanish/English Speakers	4			1

College Students Who Have Negative Memories of Learning in Their First Years of School

Spanish Speakers	3
Spanish/English Speakers	4

High School Students Who Had Negative Memories of Learning in Their First Years of School

Spanish Speakers	5
Spanish/English Speakers	6

Two had good experiences or nothing positive or negative stood out in their minds. One was a Spanish speaker, the other spoke both Spanish and English.

RESULTS OF SURVEY

Behavior of a Successful Student

Study Completed by Faye Saxton and Anne Anderson

A survey was administered to a random sample of teachers at Cochise; the sample included the following disciplines:

Social Science	3 teachers
Aviation	1 teacher
Coop. Ed.	1 teacher
English	2 teachers
Humanities	1 teacher
Science/Math	2 teachers

The teachers were asked to comment on several student behaviors, indicated by the boxed phrases. A summary of the comments follows.

1. Background or knowledge

   Ex: He had had a course in _____ in High School.

Except for the science - math courses, teachers did not indicate any specific courses were necessary to succeed in their classes. Other comments:

1. Most importantly, in language, he would have had much experience in reading, writing, speaking, thinking and any other language or culture available and usable.
2. Students that had an overall average of C or better do well, generally. Students must have the ability to write down their thoughts in correct grammar and sentence structure. Students MUST be able to read and comprehend written material on at least the 10th to 11th grade level, (the higher, the better.)
3. Most of the good students come from college prep type programs. This indicates learning as a value.
4. He would probably succeed more readily if he had no high school experience.

2. Preparation before class

Ex: He read the chapter before we discussed it in class.

Representative comments:

1. Although many don't, a successful student should read all assigned materials.
2. Students that read the book prior to class, come into the class early and review the last couple of lectures before class starts generally do much better. Students that rewrite their notes from lectures in a neat, orderly manner also generally do better. Students that start preparing for an examination at least one week ahead of time (instead of cramming the night before) have a firmer, longer lasting grasp of the material. Students that read over the laboratory exercises before coming to lab are able to do the work quicker, and with less problems than those who do not do so. He does all the reading assignments when they are made, not two weeks later, gets all his assignments turned in ON TIME, and follows the instructions given, not some he has made up on his own.

3. Participation during class

Ex: He asked at least one question during every class.

Generally the teachers thought participation, particularly asking questions was an important behavior of their successful students. For example,

1. The student has a real interest in intellectual growth. He takes part in class discussion and brings in other information like material from books other than text.
2. Challenges other students.

4. Performance on tests

Ex: He included information from supplementary readings when he wrote his essay answer.

Comments:

1. Uses pertinent experience to provide examples.
2. The student is able to display his knowledge on multiple-choice or/and essay exams. He is able to display an UNDERSTANDING of the material, not merely point knowledge. He is able to read and understand the questions and, in essay exams, answers the questions in a logical order and in detail. He reads each question CAREFULLY and does not try to read into the question meanings other than those stated.
3. Using supplementary readings on tests rarely occurs and if it does I might wrongly assume it is an affectation.
4. I give essay tests whenever possible - almost exclusively - and this is where the person that reads the material might sparkle. On the other hand, the nonconformist who reads what he wants to read might be in a better position to supplement his position.

5. Physical Appearance

Ex: He sat up in the chair and looked at me when I talked.

Most teachers thought physical appearance was not important for successful performance. Two exceptions:

1. Students that are attentive, wide awake, and quietly listening miss little of the lecture materials and do well in the class. Generally, (but not always), students that have a sloppy form of dress and self-care take sloppy notes and answer questions on exams sloppily. (Students that feel good about themselves generally do better too).

2. Sloppy students usually, but not always, do sloppy work.

6. Individual contact Ex: He stayed after class several times to continue talking about an idea brought up during class.

Individual contact was important in all cases. Examples of comments:

1. There are always two or three who stay after class, but there is only one teacher. Possibly more would stay if there was no competition. Of course, the con artist is as likely to take up time after class as is the genuine scholar.
2. Drops into my office occasionally to chat about class and other things.
3. Student tends to see instructor as friend.
4. The best students in my classes are the students I have the most contact with because they are constantly dropping by to see me to get me to explain any part of the lecture they do not understand. These students also bring their incorrect answers (from exams) to me and have me explain exactly why their answer was incorrect, or they explain it to me TO MAKE SURE THEY UNDERSTAND THE MATERIAL!!! The best students also attend review sessions when they are offered, and generally try to 'milk the teacher dry'.

A TWO-YEAR STUDY COMPARING COLLEGE DROP OUT RATES OF DEVELOPMENTAL STUDENTS WITH THOSE OF THE TOTAL STUDENT POPULATION

Study Completed by Monica Schwartzblatt

A comparison of developmental students with the total student body at Cochise shows that developmental students tend to drop out of college at a slightly higher rate than the total population, but that they also return the second semester at a higher rate than the total student body.

ACADEMIC YEAR 1972 - 1973

Full-Time Students on Campus:

		Headcount	Percentage
I.	Enrolled Fall 1972		
	1. Total Student Body	601	100.0%
	2. Developmental Program	48	100.0%
II.	Withdrew Fall 1972		
	1. Total Student Body	16	2.6%
	2. Developmental Program	6	12.5%
III.	Returned Spring 1973		
	1. Total Student Body	467	77.7%
	2. Developmental Program	39	81.25%
IV.	Withdrew Spring 1973		
	1. Total Student Body	13	2.1%
	2. Developmental Program	5	10.41%
V.	Returned Fall 1973		
	1. Total Student Body		*
	2. Developmental Program	27	56.25%
VI.	Withdrew Fall 1973		
	1. Total Student Body		*
	2. Developmental Program	3	6.25%
VII.	Enrolled Spring 1974		
	1. Total Student Body		*
	2. Developmental Program	28	58.33%
VIII.	Withdrew Spring 1974		
	1. Total Student Body		*
	2. Developmental Program	4	8.33%

ACADEMIC YEAR 1973 - 1974

I.	Enrolled Fall 1973		
	1. Total Student Body	558	100.0%
	2. Developmental Program	64	100.0%
II.	Withdrew Fall 1973		
	1. Total Student Body	27	4.8%
	2. Developmental Program	4	6.25%

III.	Returned Spring 1974		
	1. Total Student Body	408	73.1%
	2. Developmental Program	57	89.06%
IV.	Withdrew Spring 1974		
	1. Total Student Body	17	3.00%
	2. Developmental Program	7	10.93%

* These figures will be given when available. Study completed in October, 1974.

THE CORRELATION BETWEEN ABSENCES AND COLLEGE GPA

Study Completed by Norma Manjarres and C. J. Ford

One behavior pattern developmental students bring to Cochise is a habit of missing classes. Many of their high school transcripts record "spotty attendance" over an extended period of time. The teachers who have taught developmental students consider attendance crucial; making assignments with half of the class absent is a frustrating experience.

Based on a study of the Fall, 1975, entering developmental students, students who miss the fewest classes, do not have the highest grade point average. The correlation was +.08.* Thirty-five students were included in the study, each enrolled in four classes (Speech 2, History 15, Reading Y, Psychology 3). The average number of absences for the group was 8.4, the average GPA, 2.449 (C+).

N = 35	Less Than 8.4 Absences	More Than 8.4 Absences	Correlation of +.08
GPA Lower Than 2.449	14	11	
GPA Higher Than 2.449	6	4	

The only significant correlation was between a large number of absences (more than 22) and GPA; no student with more than 22 absences completed nine or more units.

* The correlation formula used is the one in the book, Fundamental Statistics in Psychology and Education by J. P. Cuilford p. 95.

COURSE COMPLETION RATE FOR DEVELOPMENTAL STUDENTS

Are developmental students different in the number of courses they complete, compared to other students at Cochise? This question is difficult to answer, since no overall figures are available for first year students at Cochise. Approximately one-quarter of all grades given any semester are withdrawals and incompletes, according to the registrar's office, but this figure is skewed, since sophomores complete course work at a higher rate than freshmen. When freshmen math, reading and composition classes are compared, developmental students complete course work at a rate similar to other students in the classes.

	FALL 1973		SPRING 1974		FALL 1974		SPRING 1975		FALL 1975		SPRING 1976	
	Total Enrollment	% who dropped or Received Inc.	Total Enrollment	% who dropped or Received Inc.	Total Enrollment	% who dropped or Received Inc.	Total Enrollment	% who dropped or Received Inc.	Total Enrollment	% who dropped or Received Inc.	Total Enrollment	% who dropped or Received Inc.
SPEECH	44	18%			41	22%			56	30%		
READING Y	44	18%			69	19%			80	31%		
READING 2Y			42	55%					11	27%	77	54%
SCIENCE	13	15%			14	14%					31	74%
PSYCHOLOGY			58	19%	64	5%			73	40%		
MATH 1X	7	29%			12	0%	NO INFORMATION AVAILABLE		22	64%		
MATH 2X					4	25%			30	33%	12	66%
SURVEY OF AMERICAN WEST	61	16%							15	53%	36	44%
HUMANITIES			97	24%							97	38%
ENGLISH COMP.			56	50%							91	61%
ENGLISH W									41	59%		
ELEM. SPANISH									10	0%	6	16%
INTERM. SPANISH									6	33%	6	16%
CAREER AND LIFE PLANNING											38	55%

FALL, 1973
Total Students in Program 66
Dropped 6 or 18%

FALL, 1974
Not Available

FALL, 1975
Total Students in Program 106
Dropped 20 or 18%

CLASSES SPRING, 1976		TOTAL ENROLLED	A	B	C	D	F	W	I	XF	AU
ENGLISH COMPOSITION	085	30	1	5	4			20			
ENGLISH COMPOSITION	086	27		6	8	1		12			
ENGLISH COMPOSITION	087	17	2	4	3			6	2		
ENGLISH COMPOSITION	088	18		3				12	3		
READING 2Y	089	15	1	2	6			6			
READING 2Y	090	5	1	3	1						
READING 2Y	105	7	1	1	2			3			
READING 2Y	091	21	1	5	4			11			
READING 2Y	092	10	2	1	4			3			
HUMANITIES 1	093	97	5	24	24	7		37			
HISTORY 15	094	16		2	2			12			
(CANCELED) HISTORY 15	095										
HISTORY 15	096	16	3	6	2	1		3			1
SCIENCE X	097	16		2	3			11			
SCIENCE X	098	13		1	1	1		10			
SPANISH 1b	101	6	1	2			2		1		
SPANISH 3b	102	5		3	2						
MATH 2X	103	8		1	2			4	1		
CAREER AND LIFE PLAN.	104	38	2	8	7			21			

PRE- AND POST-NELSON-DENNY SCORES

Study Completed by Mary Lee Shelden

One selection procedure for Developmental Studies has been to encourage students reading at the tenth grade level or below on the Nelson-Denny Reading Test* to enroll in the program. Records of pre- and post- scores for students in the program have been kept from 1972-1976. Over this four-year period, progress for students can be charted as indicated below.

	No change/ Lower Score on Post Test	1-2 Years Progress	2 or More Years Progress	No Post Test
1972 - 73	7	6	20	15
1973 - 74	15	13	13	25
1974 - 75**	22	7		53
1975 - 76	4	9	49	8

With the exception of 1974-75, when most developmental students were pre-tested at the twelfth grade level or above, the trend has been to handle more students and raise the reading levels of an increasing number two or more years.

In addition, we have tested some students with an Individualized Reading Inventory prepared by the reading department and the University of Arizona. This inventory had indicated two or more years of progress for students who do not perform as well on a standardized group reading test; more important administering this individualized pre-test has lead to one-to-one instruction to correct problems discovered while administering the inventory.

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* Twelve students were tested with the Nelson, since they were reading below sixth grade level.

** Students for 1974-75 were not selected on the basis of Nelson Denny scores.

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THE PERCENTAGE OF NON-TRANSFER COURSES TAKEN BY DEVELOPMENTAL STUDENTS WHO GRADUATE FROM COCHISE

If developmental students begin by taking remedial or non-transfer courses, do they graduate with a high percentage of non-transfer units? In a sample of 34 students from the 1974-75 graduating class, the average number of non-transfer units was 5.2, out of a total of 60 units required to graduate.

N = 34

Number of Students	Number of Non-Transfer Units
2	0
7	2
1	3
5	4
7	5
1	6
8	7
1	8
1	10
1	20

SELF-EVALUATION TITLE IX
DEVELOPMENTAL PROGRAM

Study Completed by Lynn Merrill

A. How many male students are enrolled in the Developmental Program?

How many female students?

If there is a difference, why?

The Developmental Program aims at recruiting students who, for a number of reasons, have had bad experiences with high school and/or have dropped out of school, but who wish to continue their education in order to achieve their vocational goals.

The Program, this year, has an equal number of male and female high school graduates; however, all but four of the high school dropouts enrolled are male (see attached figures). And though there is a fairly even number of young men and women who have dropped out of the high schools in this area, and though we have attempted to recruit both men and women, our efforts to recruit women have been largely unsuccessful because most of the women who have dropped out of high school now have children and have no access to a day care facility.

During the fall semester, some of the married students in the Program became concerned over the lack of child care facilities in the Bisbee and Douglas areas and on campus and began to check into the need for day care and possible options.

They found that in the Bisbee area, a community group called Bisbee Child Inc., was working toward setting up a child care center, but that, as of this writing, no center has opened. There is presently only one child care center in Bisbee, and it is very small and can take no more children. There are also three day care homes in Bisbee that are licensed to handle no more than five children each and all three are full.

In Douglas, there are two child care centers (nurseries), Norma Rodriguez's child care center and the Convent of the Sisters of Mary Nursery.

Norma Rodriguez's center has a capacity of 24 children. When she was contacted in January, she was operating with 24 children enrolled and could accept no more. She has no teaching curriculum and considers her service as "baby sitting."

The Convent Nursery has a capacity of 25 children; the services are limited to children between the ages of three and five years. The teaching curriculum is Catholic in orientation and they also consider their services as "baby sitting." When contacted in January, they were full.

There are also a number of day care homes in Douglas, but these, even along with the centers, are not enough to handle the need.

In early January the Program contacted the Director of the State Welfare Office's Aid to Families with Dependent Children (AFDC) in Douglas, in order to determine whether that office, which uses the day care facilities in Douglas for its clients, felt that adequate day care was available. The director, Mr. Kemp, said that there are not enough centers or homes to service his clients and that the lack of centers in this area is one of his major problems.

It has now become clear that welfare mothers are not alone in their unfulfilled need for child care facilities. There are many women in the county who are potential students but for the lack of child care.

Part of the main idea behind the Title IX legislation was that all institutions covered by the law must show a good faith effort at setting up affirmative action for women. If it is true (and all our research indicates that it is) that inadequate day care is one of the major blocks to women attempting to enter Cochise College, then it is imperative that some form of child care be initiated in order to prove a good faith effort at opening the college to women.

Included as reference material are two booklets from the Women's Bureau of the U.S. Department of Labor. One explains funding sources for centers and the other describes a number of day care facilities on campuses throughout the country.

B. Are instructional materials evaluated as to their possible effect on perpetuating stereotype sex roles? How is this accomplished?

There are sex stereotypes in the commercially prepared texts. Over half of the materials we use are made by our own staff. One of the female tutors in the program is reviewing these materials for sex stereotyping.

C. Identify areas where sex discrimination exists or could exist if efforts are not taken to prevent it.

Sex discrimination could exist in the career counseling that we do. We have both a male and female counselor, which gives the students two individual perspectives on the world of work. Also, we encourage the students to avoid sex stereotyping in choosing occupations. One technique has been to present role models; another has been to include a unit on working women as part of the reading course.

D. What steps are being taken to eliminate or prevent sex discrimination?

See Above.

TOTAL NUMBER OF MALE AND FEMALE STUDENTS

Fall 1975

Male High School Graduates	41
Female High School Graduates	35
Male High School Dropouts	27
Female High School Dropouts	4 (one dropped out of Cochise)

Spring 1976 (new students)

Male High School Dropouts	12
Female High School Dropouts	1

COMPLETION RATE OF HIGH SCHOOL GRADUATES

VERSUS

HIGH SCHOOL DROPOUTS

A study in 1975-76 indicates that a student who graduates from high school is more likely to complete one year of college than is a high school dropout. No predictions can be made about individual high school dropouts, however.

N = 125	Continued College	Dropped out of College
High School Graduate	77	7
High School Dropout	22	19

Fifty-four percent of the dropouts stayed in school; forty-five percent did not.

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APPENDIX B:

PROGRAM AND

COURSE DESCRIPTION

COCHISE COLLEGE

DEVELOPMENTAL STUDIES PROGRAM

The Cochise College Developmental Studies Program is designed to remove academic skills barriers to a college education for students educationally or linguistically disadvantaged. Through a course of study developed to meet the needs and abilities of these students and through the climate engendered by concerned faculty, counselors and the tutorial staff, the College, through the Developmental Studies Program, hopes to allow these students to realize potentials they might never otherwise be aware of and thus to increase economic, educational and cultural opportunities.

The Developmental Studies Program will consist of a core curriculum of communications and mathematics skills courses and such suggested electives as Spanish, History of the Southwest, Personality and Adjustment, Developmental Science, Humanities in Contemporary Life, and Career and Life Planning.

The Program Coordinator will work closely with the Student Affairs staff in the summer recruitment and advisement of potential freshman students and in assisting them with completion of admissions and financial aids applications. Students will be screened on the basis of pre-tests and communciations and mathematics skills to determine appropriate placement and schedule planning. Post-tests for students enrolled in the skills courses at the conclusion of each semester will allow the student and his counselor to develop a future schedule that will best meet individual needs and abilities. Program courses will be open to all students enrolling at Cochise College.

The Coordinator of the Program will have as a primary responsibility the advising and counseling of students in the Program and will also work with the Student Affairs staff in the recruitment, testing and placement of students and with the supervisors of academic areas in the assignment of faculty to

developmental classes. The coordinator will also work closely with the Tutor Center Coordinator selecting peer and paraprofessional tutors and scheduling their activities and will be responsible for assessing tutorial needs of Cochise College students.

COURSE OFFERINGS
DEVELOPMENTAL STUDIES
Fall, 1971 to Spring, 1976

	No. of Sections
Fall, 1971 (Total: 18 students)	
History 15	1
English X	1
Reading Y	1
Science X	1
Group Dynamics	1
	5
Spring, 1972 (Total: 17 students)	
History 15	1
English X	1
Reading Y	1
Science X	1
Group Dynamics	1
	5
Fall, 1972 (Total: 52 students)	
Science X*	1
Math 1X	1
History 15*	1
Speech 2	1
Reading Y*	1
Group Dynamics*	1
	6
Spring, 1973 (Total: 47 students)	
Psychology 1*	1
English 1*	2
Reading 2Y*	2
Humanities 1	1
	6
Fall, 1973 (Total: 77 students)	
Math 1X	1
Science X*	2
Speech 2*	2
Reading Y*	2
History 15*	2
	9

Note: During 1971-72 only, students received a pass/fail grade on a block of 12 units of credit.

* These classes were restricted to Developmental students only.

	No. of Sections
Spring, 1974 (Total: 68 students)	
English 1	2
Reading 2Y	2
Humanities 1	1
Psychology 1	2
	7
Fall, 1974 (Total: 79 students)	
Science X*	2
Math 1X	1
Math 2X	1
Psychology 1*	3
Speech 2*	4
Spanish 1a (Native Speakers)	1
Reading Y*	4
	16
Spring, 1975 (Total: 67 students)	
Not available	
Fall, 1975 (Total: 106 students)	
Reading Y*	4
Reading 2Y	1
Math 1X*	1
Math 2X*	1
Spanish 1a (Native Speakers)	1
Spanish 3a (Native Speakers)	1
Psychology 3*	3
Speech 2*	3
History 15	1
	16
Spring, 1976 (Total: 99 students)	
Humanities 1	1
English 1*	4
History 15*	2
Reading 2Y*	3
Career and Life Planning*	1
Science X*	2
	13
Fall, 1976	
No separate classes scheduled for Developmental students.	

EXPLANATION FOR
INDIVIDUAL COURSES
IN DEVELOPMENTAL STUDIES

1. Reading Y/Reading 2Y

   One criteria for selecting high-risk students for Developmental Studies is a score in the lower quartile on the Nelson-Denny Reading Test. Two semesters of reading instruction provide an opportunity for students to raise their reading levels from two to three grades. Also the reading classes provide an opportunity to teach students study skills and management of their time.

2. English X/English 1

   Presently, students are given an opportunity to earn credit in either X or 1 in an individualized program of instruction. Written communication, as well as reading skills, are necessary tools for success in college. Most developmental students have had little or no practice in writing English, and some students may need two semesters to complete three units of transfer credit.

3. Speech 2

   Particularly important for students who are native Spanish speakers, students who have not had positive experiences in using spoken English in a school setting, Speech 2 is a valuable tool for all discussion and question/answer classes, as well as reinforcement for the outlining and organizing techniques taught in composition.

4. Math 1X/Math 2X

   Basically, these courses have been included because of the 6-unit graduation requirement in science and math. Many developmental students have little or no previous course work in mathematics, and most believe they are unable to use numbers. Tutors work in the classes with the students,

relying primarily on individualized instruction, which allows maximum encouragement of each student.

5. Science X

A basic course to prepare students for college-level science classes, Science X allows students to complete a Cochise College graduation requirement and at the same time receive instruction at the high school level in science, so that they can later complete transfer courses that are part of univeristy requirements.

6. Group Dynamics/Psychology 1/Psychology 3

The counseling segment of Developmental Studies has evolved over a period of years. First, Group Dynamics provided ten class meetings used for personality testing, some group work, and discussions of how the students perceived their adjustment to college. Because the number of meetings was too few to teach psychological principles, the first semester course in psychology was substituted for Group Dynamics.

Presently, concepts from both Group Dynamics and Psychology 1 are included in Psychology 3, Personality and Adjustment. This course fulfills the graduation requirement in social science. It is a content course which allows students to practice the study skills they learn in reading classes.

7. Humanities 1

A freshman level humanities course open to all students, Humanities 1 fulfills graduation requirements and incorporates art forms from the southwestern United States and Mexico, making the artistic concepts more easily understood by the developmental students. Television and films, as well as visual arts and fiction, are included. This course is often the only formal exposure developmental students have to contemporary art.

8. History 15

A transfer course, included primarily because it gives students exposure to a traditional lecture/note taking experience and allows students to use skills they have been taught in reading classes. Having all developmental students take the same lecture course, which counts as a graduation requirement in social science, facilitates tutoring and reinforcement of course content in the reading classes.

9. Spanish 1a, 1b, 3a, 3b (for native speakers)

Spanish courses were included in Developmental Studies for two years to improve the language skills of native Spanish speakers. Although students may have an excellent ability in oral communication in Spanish, they have had little exposure to reading and writing skills. Instruction was designed to complement similar instruction for native English speakers. Because of cutbacks in the overall Spanish program, these courses are not presently being taught.

10. Career and Life Planning

Over sixty percent of the Developmental freshmen have not identified a career when they come to Cochise. In addition to Psychology 3 and Cooperative Education (seminars which many developmental students take) Career and Life Planning provides the opportunity to explore different careers and help the students take steps to choose a specific career.

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CLEARINGHOUSE FOR
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Note: More complete explanations of most of the above classes are included in the 1973-74 year end report.